

Grades 6-8	Level 1-2: Entering/Beginning	Level 3-4: Developing/Expanding	Level 5: Bridging
MPS Literacy Strand One: Language Structures and Vocabulary Development	Nouns € <i>singular</i> € <i>plural</i> € <i>with conjunction and</i> € <i>Subject pronouns</i> € <i>Cardinal numbers</i> Verbs € <i>Simple present tense – affirmative and negative</i> € <i>Simple past, regular (questions, negative forms)</i> € <i>Be (is, am, are) and BE + NOT</i> € <i>Have/Don't have</i> € Was, were € Present progressive tense € Future with going to € Future with will € Verbs – command form—affirmative and negative € Subject + (BE) + VERB + ing € Subject + (BE) + VERB + ing + NOUN Syntax € <i>Sentence pattern: Verb + noun marker + noun</i> Adjectives € <i>Colors</i> € ordinal numbers Prepositions € <i>to, in, on, under, over</i> € over, behind, near, next to WH- Questions € <i>who, what, where, when</i> Word Forms € <i>Lexical sets</i>	Nouns € <i>Object pronouns</i> € <i>Possessive pronouns</i> € <i>Count/non-count nouns</i> € Gerunds Verbs € <i>Simple past – irregular</i> € <i>VERB + to + VERB</i> € <i>Subject + (BE) + VERB + ing + prepositional phrase</i> € <i>Past continuous (was + VERB + ing)</i> € <i>Contractions</i> € Past and future progressive € Modals: polite forms Syntax € <i>Tag questions</i> € Parts of speech: S/V/O, adj, adv € Word order € S/V agreement Adjectives € <i>Possessive forms</i> € <i>This/These, that/those</i> € <i>Comparison of adjectives</i> € <i>a, an, the, some, any, few, a few, many, much</i> Adverbs € <i>frequency, manner, time and place</i> Prepositions € Prepositions of time/space: at, on, in WH- Questions € <i>why, how</i> Word Forms € ID root word, suffix, prefix	Verbs € Perfect tenses € Modals of probability Syntax € Elliptical sentences € Parts of speech: Prepositions, prep phrases, determiners, adverbials (although, because) € IF clauses: present/past, real/unreal € Reported direct and indirect speech Adjectives € ID relative pronouns in relative clauses: which, that, whose € Comparisons with like, as Word Forms € Root/prefix/suffix: in-, im-, -ious, -ment € Word choice and variety

MPS Literacy Strand Five: Writing Process, Genres and Conventions	<i>All items from grades K-5 apply, plus:</i> € Simple sentences in simple present € Uses period, question mark € Word order declarative/question € Label pictures and diagrams € Makes lists € Takes simple dictations from class discussions: sight words, common nouns € Writes phonetically—reasonably represents sounds if spelling hasn’t been taught.	<i>All items from grades K-5 apply, plus:</i> € Simple sentences in past and future € Irregulars: came, got, had, took, went, _____ € Uses paragraph form: topic sentence, main idea, supporting details, concluding sentence. € Word choice: basic academic words (use ESL lists)	<i>All items from grades K-5 apply, plus:</i> € Complex and compound sentences € Transitional words (however, therefore, meanwhile) € Connects paragraphs (3-5) into discourse/essay € Past participles € IF clauses: present, real € Modals € Sequence of tenses € Phrase and clause € Word choice: appropriate, academic, advanced € Adverbial and relative clauses
MPS Literacy Strand Six: Listening	€ <i>Follow along with single step verbal commands (common classroom activities)</i> € <i>Verbs: be, have, know, tell, say, think, get, go, come, sit, stand.</i> € <i>Respond to one-step oral common commands</i> € <i>ID every day home and classroom objects (point/indicate)</i> € <i>Match pictures to sentences</i> € <i>Order pictures or sentences and read aloud</i> € <i>Beginning, middle, end</i> € <i>Respond to what is this/that, these/those</i> € <i>Respond to WH questions</i> € <i>ID opposites</i> € <i>Follow one-step oral commands imperative</i> € <i>ID elements of stories from oral directions supported by illustrations</i> € <i>Select literal meaning from oral descriptions and match to illustrations</i>	€ <i>Order pictures of related sentences read aloud using ordinal numbers</i> € <i>Order pictures of related sentences read aloud using transitional words (first, next, finally)</i> € <i>Match person or tool with oral description of its function</i> € <i>Match noun with verb</i> € <i>ID activities from descriptions</i> € <i>Follow multi step oral commands that use sequencing words (first, next, last)</i> € <i>ID main idea/core focus of multi sentence communication: doers (S/N), main action (V)</i> € <i>Recognize minimal pairs</i> € <i>Respond to questions that use because, so, if/then (cause/effect)</i> € <i>Follow commands, instructions given in polite form</i> € <i>ID literal details in multi sentence communication (adjective, adverb, prep phrase)</i> € <i>Understand future and hypothetical using “going to” from illustrations</i> € <i>ID main idea of multi sentence oral discourse—select from illustrations.</i>	€ <i>Present real conditional (if/then) (if you hurt yourself, then you go to the nurse) (indicate via matching pictures)</i> € <i>Demonstrate understanding of “going to”</i> € <i>Select logical outcome/ending with modals will, might, could</i> € <i>Follow directions from indirect discourse (eg cassette, video)</i> € <i>ID main idea of info presented via indirect discourse</i> € <i>ID effect from cause/effect statement in complex sentence</i> € <i>ID conclusions—finally, in conclusion</i> € <i>Connect parts of oral discourse to choose appropriate conclusion</i> € <i>ID inferences in oral discourse</i>

MPS Literacy Strand Six: Speaking	<ul style="list-style-type: none">€ <i>List everyday home and classroom objects</i>€ <i>Name characters and setting in a story</i>€ <i>ID features of illustration/photos</i>€ <i>List lexical sets, content-related nouns</i>€ <i>Single word imperative verb commands</i>€ <i>Single word response to WH questions</i>€ <i>Describe opposites with single word</i>€ <i>State name and phone number</i>	<ul style="list-style-type: none">€ <i>Respond in complete sentences to WH sentences</i>€ <i>Use habitual present</i>€ <i>Complete sentences</i>€ <i>Imperative verb commands</i>€ <i>S/V/O sentence to explain function of objects and people</i>€ <i>Describe opposites in complete sentences</i>€ <i>Describe current activities using present progressive</i>€ <i>Descriptive prepositional phrases</i>€ <i>Synonyms for paraphrasing</i>€ <i>Express fact and opinion using I statements—I think/feel/believe</i>€ <i>Sequencing to explain/summarize using first, next, then</i>€ <i>Use focus words to summarize oral discourse</i>	<ul style="list-style-type: none">€ <i>Use this/that, these/those in statements and questions.</i>€ <i>Talk about future activities using “going to”</i>€ <i>Distinguish between “about to,” “going to,” and “will” for future</i>€ <i>Produce present real conditional statements</i>€ <i>Complex sentences with because to connect parts and express conclusion</i>€ <i>ID inferences using modals of possibility</i>€ <i>Coordinating conjunctions to connect parts and express conclusions</i>€ <i>Compound sentences using “so” to draw conclusions (“so what happened?” “x happened so y happened”</i>€ <i>Sentence adverbials to make conclusions and draw conclusions (therefore, in conclusion)</i>
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